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ABSTRACT

This report, intended to be issued annually, represents the University of Wisconsin (UW) System's effort to provide the citizens of Wisconsin with broad-based accountability of its largest public higher education system. The report focuses on two distinct approaches to the measurement of university performance. First, it presents the UW System's progress toward its goals for specific student and institutional outcomes. Secondly, it examines the ways in which the University of Wisconsin provides positive campus environments that promote learning and student achievement. In order to address both of these accountability concerns, regularly reported systemwide data are augmented with findings from a variety of surveys that offer broader insights into the experiences of students and staff at the University of Wisconsin. Each of these surveys provides national benchmarks, affording the opportunity to make comparisons of UW System performance with that of other higher education institutions. (EV)

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ED 481 687

Achieving Excellence

Accountability Report 2002-2003
University of Wisconsin System

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ACHIEVING EXCELLENCE

The University of Wisconsin System Accountability Report

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Status of UW Accountability Goals, 2002-03

Goal and Associated Indicators	Target/Benchmark	Status	Achieved Target	Pg.
Goal I: Ensure widespread access to UW institutions and increase the pool of eligible traditional and non-traditional applicants.				
Access to the UW System for Wisconsin HS Graduates	**Target**: Maintain a service rate of at least 32% for Wisconsin HS graduates. Also, reduce the gap in service rates between white students and students of color.	The fall 2001 UW System service rate for Wisconsin high school graduates was 33%; an increase of eight percentage points since fall 1976. The service rate for students of color has remained stable at approximately 23%.	√/-	5
Access to the UW System for Non-Traditional Students	**Target**: Increase the number of non-traditional students consistent with EM-21.	Fall 2002 enrollment of non-traditional students increased slightly.	√	6
Access to the UW System through Pre-College Programs	**Target**: Increase the number of students served by pre-college programs to achieve objectives of Plan 2008.	The number of participants in UW System multicultural and disadvantaged pre-college programs increased by 2000, in accordance with Plan 2008.	√	6
Access to the UW System through Distance Education and Continuing Education Courses	**Target**: Continue the development of distance education courses in order to address the needs of Wisconsin residents.	Since 1995, both the number of available distance education courses and enrollments in these courses have more than tripled. Course offerings rose 12% between 2000-01 and 2001-02 and enrollments rose 24%.	√	6
Goal II: Increase the levels at which students persist in higher education and complete degrees.				
Retention of New Freshmen from the First to Second Year	**Target**: Increase the proportion of new freshmen retained at the same UW institution for the second year to 79.5%. Also, reduce the gap in retention rates between white students and students of color.	79.5% of fall 2001 new freshmen returned to the same UW institution for their second year. More than 74% of new freshmen of color returned for the second year to the same UW institution.	√	8
Six-Year Graduation Rates	**Target**: Increase to 60.7% the six-year graduation rate for new freshmen who graduate at any UW institution. Also, reduce the gap in graduation rates between white students and students of color.	For new freshmen entering a UW institution in fall 1996, 61.9% graduated within six years. For new freshmen of color, 42% graduated at a UW within six years of matriculation.	√	9
Academic Support Programs and Other Out-of-Classroom Retention-Related Activities	**Benchmark**: Utilize national survey benchmarks to evaluate academic support and advising.	69% of UW graduates (compared to 61% nationally) said their campus provides the academic support needed to succeed. But, only 57% of UW graduates (compared to 61% nationally) rate the quality of their academic advising as good or excellent.	√/-	10

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Goal III: Improve learning competencies and provide learning experiences that foster the development of critical thinking skills.				
Fostering Critical Thinking Skills	**Benchmark**: Utilize national survey benchmarks to assess critical thinking.	UW graduates rate their development of critical/analytical skills and applications at the national average, but say emphasis on applying theories to cases is less satisfactory.	√/-	11
Assessing Learning Competencies and Outcomes	**Benchmark**: Utilize national and state benchmarks to rate performance on professional examinations.	UW System students exceed state and national averages in nursing, MCAT, CPA, and GRE examinations.	√	11
Goal IV: Provide a learning environment that fosters the ability to function in a dynamic world community.				
Exploration of World Cultures	**Target**: Increase the proportion of Bachelor's degree recipients who have studied abroad to 25%.	The proportion of Bachelor's degree recipients who have studied abroad has been increasing steadily each year and currently stands at more than 8%.	-	13
Preparation for a Diverse World	**Benchmark**: Utilize national survey benchmarks to evaluate performance.	UW graduates rate their contact and knowledge of those with different racial, ethnic, and religious backgrounds significantly below national averages.	-	13
Goal V: Enhance the learning environment by providing opportunities for guided research, mentorship, and access to student services and resources that foster learning and citizenship.				
Planned Learning Experiences Outside of the Classroom	**Benchmark**: Utilize national survey benchmarks to evaluate performance on learning outside of the classroom.	UW graduates participated more in co-curricular activities, and worked more with other students compared to the national average, but had fewer field experiences.	√	15
Faculty Mentorship and other Out-of-Classroom Activities that Support Learning	**Benchmark**: Utilize national survey benchmarks to evaluate student-faculty contacts.	UW graduates rate their opportunity to work with faculty members outside of class and discuss career plans with faculty members or advisors is above the national average. About one-sixth of UW graduates reported working with faculty members outside of class on research; this is slightly below the national average.	√/-	15
Participation in Activities that Promote Good Citizenship	**Benchmark**: Utilize national survey benchmarks to evaluate community service and voting participation.	UW graduates participated in community-based projects (as part of a course) at above average rates, but volunteer and vote below the national average.	√/-	16
Use of Technology in the Curriculum	**Benchmark**: Utilize national survey benchmarks to evaluate use of instructional technology.	The proportion of UW graduates who used email to communicate with instructors is above the national average. UW Graduates say their information technology skills and knowledge is high (66%), but still below the national average (72%).	√/-	17

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Goal VI: Efficient and Effective Stewardship of Resources.				
Condition of Classrooms and Maintenance of Other Facilities	**Target**: Reduce the gap between actual classroom technology levels and needed classroom technology levels. Also, reduce the maintenance backlog.	Substantial progress has been made in upgrading Level 1 and 2 classrooms; but the need for Level 3 modernized classrooms still exceeds current levels. Maintenance backlogs persist.	√/-	18
Human Resources	**Target**: Allocate at least 1% of UW System payroll to professional development.	The UW System has consistently spent at least one percent of its payroll on professional development activities for faculty and staff in recent years; current expenditures stand at 1.4%.	√	18
Utilization of Technology Resources	**Benchmark**: Utilize national survey benchmarks to evaluate availability and satisfaction with technology.	85% or more of faculty and students agree that computing and Internet services are either very or somewhat available. 83% of students and 72% of faculty, an increase over 2001, are satisfied with IT resources.	√	19
Allocation of Resources	**Target**: Increase the number of and growth of collaborative efforts.	Over the past four years, enrollments in collaborative academic programs have grown substantially. 450 articulation agreements with WTCS have been developed, and millions of dollars have been saved as a result of systemwide collaboration agreements. In 2001, less than 6% of the UW System's budget was designated for administrative costs compared to over 10% for the UW System's peers.	√	20
Average Number of Credits Taken by Bachelor's Degree Recipients	**Target**: Continue to decrease the average number of credits-to-degree.	UW System graduates took an average of 136 credits by the time they graduated, a decline of one credit from the previous year and six credits less than five years ago.	√	21

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Achieving Excellence

The University of Wisconsin System Accountability Report

Introduction

Achieving Excellence represents the UW System's continuing effort and commitment to providing the citizens of Wisconsin with broad-based accountability of its largest public higher education system. *Achieving Excellence* is designed with the mission of the UW System in mind, concentrating on the many ways in which the University of Wisconsin seeks to serve its students and the State of Wisconsin. While it is not feasible to report on every possible area of university activity in a single report, *Achieving Excellence* presents a balanced approach to accountability reporting, reflecting a broad diversity of stakeholder interests. Each new edition of *Achieving Excellence* includes updated information on university performance that addresses current accountability issues in higher education, both locally and on the national level.

The form and format of *Achieving Excellence* evolved from an earlier publication, *Accountability for Achievement,* which was issued annually from 1993 through 1998. In 1999, President Katharine Lyall appointed a UW System Accountability Review Task Force and charged it with four specific responsibilities: (1) evaluate the existing report, (2) identify areas for developing new/revised measures, (3) provide guidance and direction for staff work in developing new/revised measures, and (4) develop an outline for a new accountability report. *Achieving Excellence*, which is based on the blueprint established by the Accountability Review Task Force, focuses on two distinct approaches to the measurement of university performance. First, it presents the UW System's progress toward its goals for specific student and institutional outcomes. Secondly, it examines the ways in which the University of Wisconsin provides positive campus environments that promote learning and student achievement. In order to address both of these accountability concerns, it is necessary to augment regularly reported systemwide data with findings from a variety of surveys that offer broader insights into the experiences of students and staff at the University of Wisconsin. Each of these surveys provides national benchmarks, affording the opportunity to make comparisons of UW System performance with that of other higher education institutions.

Achieving Excellence will be issued annually as an important component of the UW Systems endeavors to demonstrate accountability. Small refinements will be made to each new edition of *Achieving Excellence* in order to include new findings from a variety of systemwide surveys and other updated accountability measures that are of interest to the Wisconsin community. The basic structure of *Achieving Excellence* and all of the accountability goals will remain constant from year to year. This consistency enables us to provide a coherent and reliable resource for learning about the progress of the UW System toward the achievement of excellence.

Achieving Excellence is divided into three sections. Each of these sections is an essential piece of the UW story.

Section I: Context and Capacity

The capacity of the UW System to accomplish its core functions depends upon its resources and the competitive environment for faculty, staff, and students. This section provides background for the remainder of the report and offers insight into the context in which the UW institutions function. The data provided in this section are not associated with specific targets or benchmarks.

Section II: Goals and Indicators

In this section, specific outcome measures are presented as indicators of systemwide performance. There are six goals in this section, each with two to five indicators. Certain indicators may only be reported in two-year or three-year cycles depending on data collection, assessment methods, and benchmarks. Each indicator is viewed in relation to a target or benchmark for the purposes of assessment and comparison. For example, some indicators are compared with data from previous years, while others are compared with national norms.

Section III: Compendium of Other UW System Reports

The UW System also produces many specialized reports on various aspects of its operations. This section provides an annotated listing of reports produced by the UW System. These reports measure excellence in many different areas and go beyond those reported in Section II.

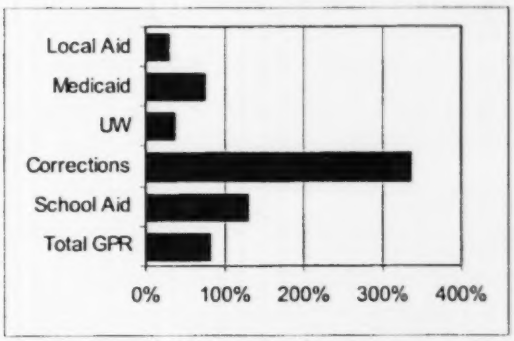
SECTION I: Context and Capacity

The UW System's achievements are influenced by the economic, social, political, and demographic environment in which it operates. This section describes this environment and the resources available to the UW System to fulfill its mission as context for understanding progress on the six goals presented in Section II. The importance of the partnerships between the State and University is reflected in the relationship of the University and State budgets, Wisconsin's demographics and the makeup of the UW System student population, the affordability of a UW education and State support for higher education, and the contribution of the UW System to Wisconsin's overall economic health.

Financial Resources

The UW System must compete with other priorities for limited state dollars.

Ten Year Change in State GPR Appropriations (unadjusted)

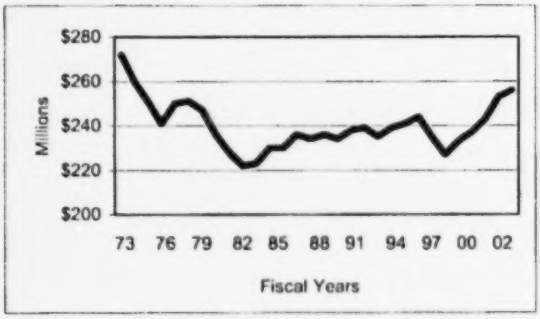


- Over the last ten years, State appropriations of GPR to the UW System increased more slowly than other State priorities.
- GPR appropriations to the UW System increased by 41 percent between FY 1992 and 2002. However, when adjusted for increases in the Consumer Price Index, the GPR increase is only 9 percent.

State funding has also been more volatile in recent years.

- State GPR appropriations declined substantially from 1973 through the early 1980s. Since that time, GPR appropriations have been volatile with significant increases and decreases.

GPR Appropriations to the UW System Adjusted for Inflation



- In the last ten years, the UW System experienced six base budget cuts totaling almost $100.0 million and additional one-time state-required budget lapses totaling more than $16.5 million. An additional large base reduction has been implemented for FY 2003.

In the 1999-01 biennium, the UW System received its best GPR/fee budget in a decade. The 2001-03 budget, as originally approved, contained a significant increase over the 1999-01 budget. However, the 2002 budget repair bill reduced appropriations to the UW System by $44 million.

The UW System's funding sources have become more diverse.

- Between FY 73 and FY 03:
  - GPR appropriations declined from 52 percent to 31 percent of the total UW budget.
  - Tuition/fees rose from 13 percent to 18 percent of the total UW budget.
  - Gifts and grants rose from 20 percent to 29 percent of the total UW budget.
  - Program revenue increased from 15 percent to 22 percent of the total UW budget.
  - FTE enrollment grew 14 percent.

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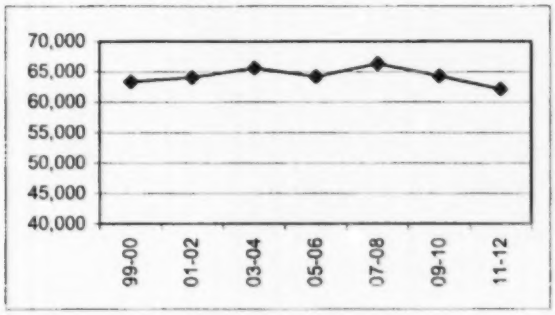
Student Demographics

Demographics of the Wisconsin population are changing.

- The number of high school graduates is projected to remain relatively steady over the next few years, dipping slightly after 2008.

Wisconsin High School Graduates Projections to 2012

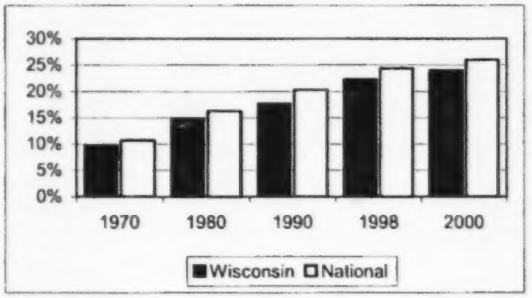


- Wisconsin's total population is projected to continue to grow modestly over the next decade and beyond; however, different population growth rates are projected to occur for different age groups:
- The number of Wisconsin residents under 18 is expected to decline in the near future then rebound to its current level.
- Wisconsin's traditional college age population (ages 18-24) is projected to decline over the next decade.
- Future population growth will be driven by older age groups and non-white minorities.

Slightly fewer Wisconsin residents have a Bachelor's degree than the national average.

- In 2000, almost 26 percent of the national population age 25 and older had at least a Bachelor's degree.
- Despite above average college-going rates and college graduation rates, only 24 percent of Wisconsin residents had at least a Bachelor's degree in 2000.
- The majority of UW graduates obtain employment within Wisconsin. However, the numbers of UW graduates who leave the state are not offset by migration of college graduates from other states.

Proportion of Population Age 25 Years and Older With at Least a Bachelor's Degree Wisconsin and National Data



Affordability

The cost of attending a UW institution remains modest compared to costs at other similar institutions.

- The cost of attending a UW System institution continues to be lower than the cost of attendance nationally at both private and other public four-year institutions.
- The average cost of attendance for a resident undergraduate in the UW System is 18 percent less than the national average cost of attendance at public four-year institutions.
- One measure of the cost of higher education is college expenses relative to median household (family) income. Nationally, the average cost of attendance at public four-year institutions consumes 18 percent of family income, down two percentage points in the last five years.

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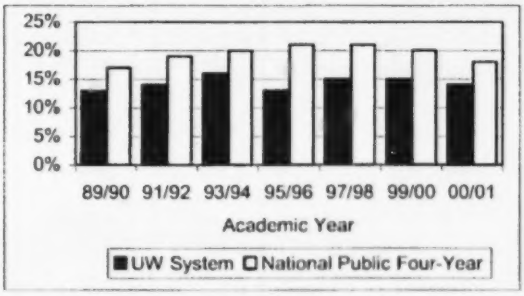
- The average UW System cost of attendance consumes 14 percent of a typical Wisconsin family's income and has remained relatively constant since the mid 1990s.

Cost of Attendance as a Percentage of Median Family Income



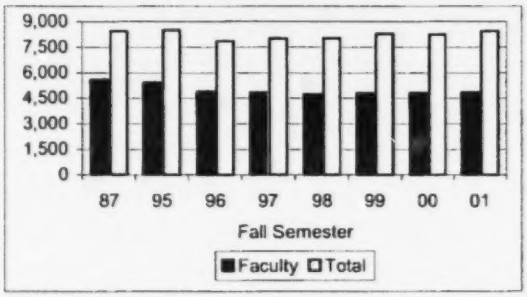
The UW System provides a nationally recognized quality education at an extremely affordable price. A report by the Lumina Foundation for Education ranked Wisconsin thirteenth in accessibility for low-income undergraduates. The UW System is committed to continuing to provide an affordable education for the citizens of Wisconsin. However, continued State support, proportional to demand, is essential to achieve this commitment.

Instructional Resources

Instructional staffing has been adjusted in response to changes in funding levels and enrollment fluctuations.

- Total instructional FTE staff decreased somewhat from 1987-88 through 1994-95 and then increased slightly, mirroring enrollment changes resulting from the UW System's enrollment management policy.
- Since 1987-88, the ratio of total FTE enrollment to total instructional FTE has remained relatively constant at approximately 17:1.
- However, as a result of budget cuts of 1995-1997, there was a decline of more than 500 faculty FTE. This decline was offset by an increase in instructional academic staff.

Total FTE Instructional Staff and Total FTE Faculty



- Instructional workload has remained relatively stable over the last six years. See appendix for details.
- Systemwide, tenured/tenure track faculty members teach 59 percent of total student credit hours, instructional academic staff teach 33 percent of student credit hours, and teaching assistants teach the remaining 8 percent of student credit hours.

The elimination of faculty positions in 1995-1997 increased the proportion of student credit hours taught by instructional academic staff. The 1999-01 budget prevented further erosion in the ranks of tenured/tenure track faculty. However, further erosions could occur as the result of base cuts in the 2001-03 budget.

Technology

Keeping pace with rapidly expanding demands for increased technology is one of the major challenges facing higher education today.

- In the 2001-03 biennial budget, the State did not appropriate the $16.8 million requested by the UW System Board of Regents to support the growing need for technology.
- In order to meet their academic needs, UW institutions will reallocate $16.1 million of base resources.
- Due to limited State funding, reallocations for technology by UW institutions for 2002-03 are 2.5 percent higher than for 2001-02.

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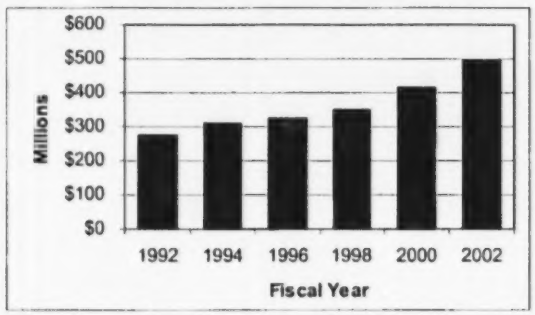
- The UW System has supplemented State appropriations to upgrade technology by making substantial reallocations from its base. However, reallocations alone cannot keep pace with the expanding demands for replacing and upgrading equipment. Consequently, additional State support is needed to ensure that the UW System maintains its role as a leader in providing high quality education for the increasingly technologically sophisticated economy.

Research Funding

The UW System attracts significant extramural research funding.

- From fiscal year 1992 to 2002, Federal and privately-funded research increased by 82 percent from $273 million to $497 million.

UW System Extramural Research Expenditures



- Over the last ten years, almost $4 billion dollars obtained from extramural sources supported research throughout the UW System.
- Over 3,900 research staff, not including graduate assistants, were funded through extramural research support in FY 2001 with an economic impact of more than a billion dollars on the Wisconsin economy.

In addition, UW researchers study genetic diseases, develop biotoxin vaccines, help burn victims, develop modern building materials, address mental illness, and make discoveries in basic science that contribute to the quality of life in the future.

Economic Impact

The UW System has a major economic impact on the State of Wisconsin.

- The UW System represents a major economic force in Wisconsin.
- The UW System's $3.6 billion budget generates a $9.5 billion annual contribution to Wisconsin's economy.
- This is a payback of ten times the State's one billion dollar investment in UW institutions.
- UW System operations provide 150,000 Wisconsin jobs in communities large and small throughout the state.
- The UW System's most important impact is through its 28,000 skilled graduates annually.
- UW System graduates, on average, earn 86 percent more than those who only receive high school diplomas.
- Due to the higher salaries earned by college graduates, each UW graduating class contributes in excess of $350 million annually to the Wisconsin economy.

UW System efforts foster new business development, assist existing business development, promote innovation and the creation of new knowledge, and enhance the work force through human capital formation. Higher incomes earned by skilled UW graduates benefit the entire state through increased tax revenue. Also, UW institutions improve the quality of life through the performing arts and by improving health services offered in Wisconsin's communities.

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SECTION II: Goals and Indicators

Goal I

Ensure widespread access to UW institutions and increase the pool of eligible traditional and non-traditional applicants

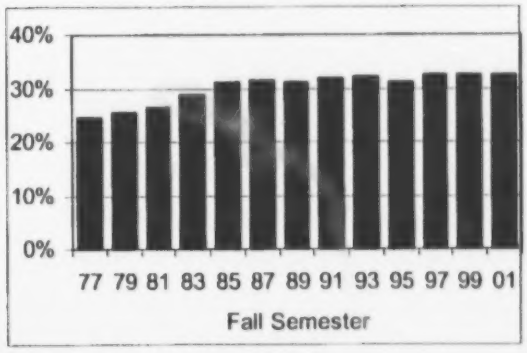
Access to the UW System for Graduates of Wisconsin High Schools

What proportion of Wisconsin high school graduates are served by a UW institution immediately after high school?

The UW System's mission is to provide access to a quality undergraduate education for the citizens of Wisconsin. A key measure, the service rate, is the proportion of Wisconsin high school graduates who enroll at a UW institution immediately following high school graduation. *The UW System's goal is to serve at least 32 percent of Wisconsin high school graduates.*

The fall 2001 UW System service rate was approximately 33 percent. This service rate has increased eight percentage points since fall 1977, when the rate was 25 percent. The comparable national rate for public universities was 22 percent in fall 1998, the most recent year for which national data are available. In fall 2001, the UW System provided access to the vast majority of applicants seeking admission. Ninety-four percent (94%) of the Wisconsin new freshman applicants were admitted to at least one of the UW institutions to which they applied.

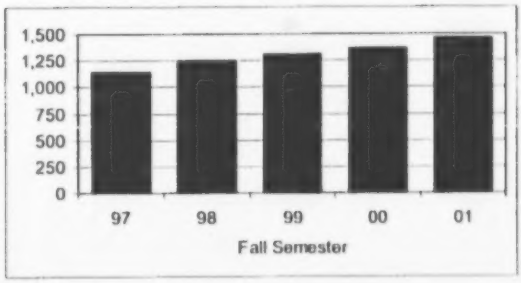
UW System Service Rates for Wisconsin Immediate New Freshmen



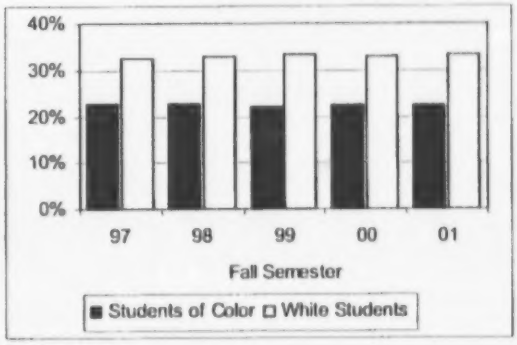
What is the UW System service rate for students of color?

Enrollments of immediate new freshmen of color grew by 27 percent between 1997 and 2001; however, the UW System service rate for students of color has remained stable at approximately 23 percent because the number of high school graduates of color grew at approximately the same pace over this time period. *The UW System's goal is to reduce the gap in service rates between white students and students of color.*

UW System Enrollments of Wisconsin Immediate New Freshmen of Color



UW System Service Rates for Wisconsin Immediate New Freshmen by Race/Ethnicity

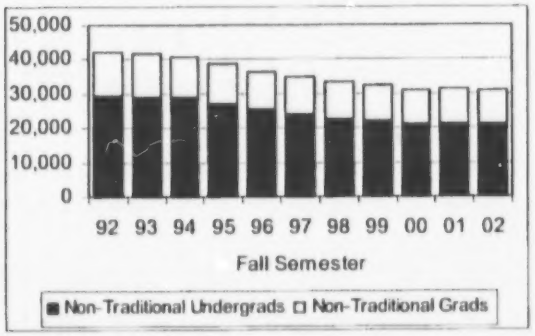


Access to the UW System for Non-Traditional Students

How well does the UW System serve non-traditional students?

During the 1990's, UW institutions maintained access for Wisconsin traditional undergraduates while enrollments of non-traditional students declined from 42,015 in 1992 to 30,987 in 2000. In order to support the State's transition to a "new economy," based on high-skill and high-income jobs, the UW System has developed an enrollment management plan, EM-21, for fall 2001 through fall 2006. This plan focuses on attracting adult, non-traditional students without reducing access for traditional populations. Enrollment of non-traditional students in both fall 2001 and 2002 was slightly higher than the fall 2000 level. *The UW System's goal is to increase the number of non-traditional students consistent with the EM-21 plan*. See appendix for details.

UW System Enrollment of Non-Traditional Students



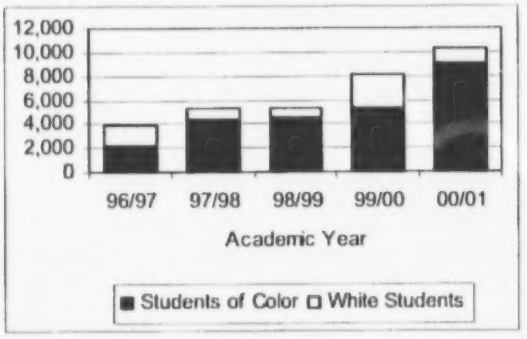
Access to the UW System through Pre-College Programs

How many elementary and secondary students are served by UW pre-college programs?

Pre-college programs work to ensure that students of color and economically disadvantaged students graduate from high school and are admissible to UW institutions. UW institutions provide many pre-college programs that address these issues in a variety of ways. *The UW System's goal is to continue increasing the number of students served by pre-college programs in order to achieve the objectives of Plan 2008*.

Participation in UW System multicultural and disadvantaged pre-college programs has increased from 3,855 students in 1996-97 to 10,262 in 2000-01.

UW System Enrollments in Multicultural/Disadvantaged Pre-College Programs



Access to the UW System through Distance Education and Continuing Education Courses

To what extent do distance education and continuing education courses facilitate access to UW institutions?

Distance education and continuing education courses provide access to UW institutions for people who live at a distance from a UW campus or who otherwise cannot attend a campus-based program. *The UW System's goal is to continue the development of distance education courses in order to address the needs of Wisconsin residents*.

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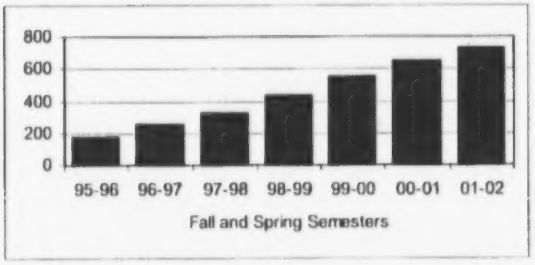
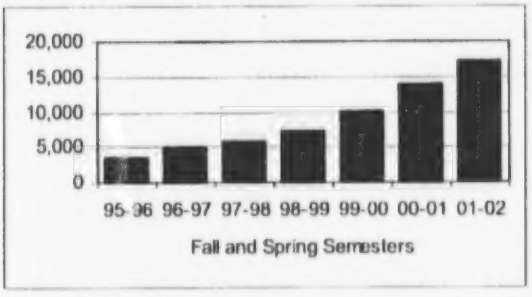
In order to provide access to as many constituents as possible, UW institutions are increasing the number of distance education opportunities. Since 1995, both the number of available distance education courses and enrollments in these courses have more than quadrupled.

Between 2000-01 and 2001-02, distance education course offerings increased by 78, an increase of 12 percent. Distance education course enrollments increased by 3,258, or 24 percent, over the same period. See appendix for details.

UW System Distance Education Course Offerings



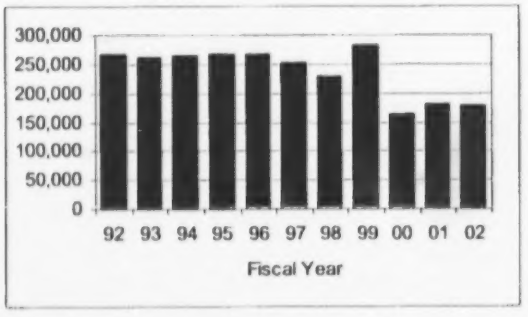
UW System Distance Education Course Enrollments



UW-Extension provides numerous opportunities for access to higher education for citizens of Wisconsin. Non-credit continuing education courses provide citizens with a variety of vocational and avocational educational opportunities. UW institutions also use continuing education programming as a means to address various social and workforce development issues facing the state.

Enrollments in non-credit continuing education courses ranged from 268,017 in FY 1992 to 176,795 in FY 2002. UW-Extension provides continuing education courses to meet market demand of professional organizations, business, and local governments. The end of a contract to provide pharmacy continuing education resulted in a decrease of approximately 103,000 enrollments from FY 1999 to FY 2000. This decrease has been partially offset by growth of 12 percent in FY 2001. The enrollments for 2002 are less than 5,000 lower than the previous year.

UW-Extension Continuing Education Annual Registrations In Non-Credit Courses



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Goal II

Increase the levels at which students persist in higher education and complete degrees

Retention of New Freshmen from the First to Second Year

What proportion of UW new freshmen return for the second year?

The successful completion of the first year of college is critical in the progression to a college degree. Students who start college and do not complete a degree are most likely to drop out between the first and second years. Positive experiences during the first year at college increase the likelihood that freshman students will persist to the second year and eventually to graduation. *The UW System's long-term goal is to increase to 82 percent the proportion of new freshmen retained to the second year at the same institution for the fall 2004 entering class.*

For the fall 2001 entering cohort, 79.5 percent of new freshmen returned to the same institution for the second year. This meets the established target and is above the national average of approximately 72 percent. See appendix for details.

First to Second Year Retention Rates
UW New Freshmen
Retained at the Institution Where Started

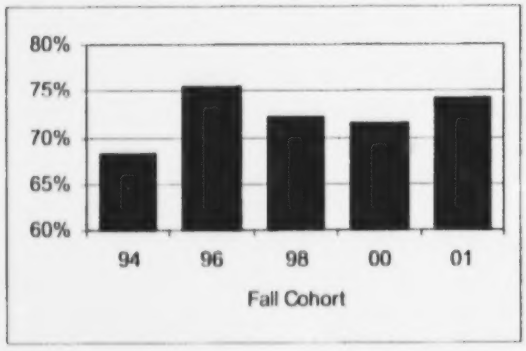
Fall New Freshmen	2nd Year Retention Rates	
	Actual	Target*
1994	76.6%	
1995	77.6%	
1996	78.2%	
1997	78.5%	
1998	78.5%	
1999	78.7%	78.4%
2000	78.8%	78.9%
2001	79.5%	79.5%

*Targets were first established in 1999

What proportion of UW new freshmen of color return for the second year?

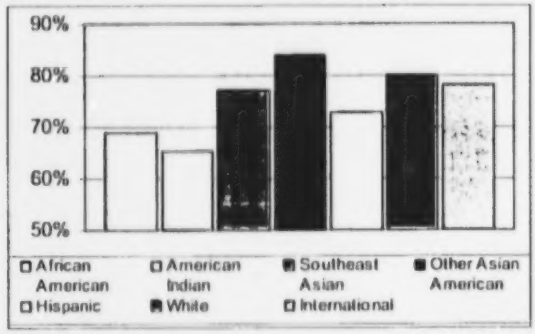
For fall 2001 new freshmen of color, 74.3 percent returned for the second year to the same UW institution. This proportion is higher than the second year retention rate for fall 1994 but lower than the rate for fall 1996 new freshmen of color. Second-year retention rates for students of color have remained relatively steady over the last few years. *The UW System's goal is to reduce the gap in retention rates between white students and students of color.*

First to Second Year Retention Rates
UW New Freshman Students of Color
Retained at the Institution Where Started



Differences occur in first to second year retention rates across race/ethnicity groups. For the fall 2001 entering class, retention rates vary from a high of 84.0 percent for Asian American students (non-Southeast Asians) to a low of 65.5 percent for American Indian students.

First to Second Year Retention Rates by Race/Ethnicity
Fall 2001 UW New Freshmen
Retained at the Institution Where Started



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Six-Year Graduation Rates

What proportion of UW new freshmen graduate within six years?

The six-year graduation rate is a standard metric, used nationally, for assessing institutional performance. For full-time new freshmen entering UW institutions in fall 1996 (the most recent year for which six-year graduation rates can be computed), 55.8 percent graduated from the same institution within six years of matriculation. This same-institution graduation rate is higher than the most recently available national average of 48.2 percent.

An additional 6.1 percent of fall 1996 full-time new freshmen graduated at another UW institution for a system-wide six-year graduation rate of 61.9 percent, which is one percent above the established target. Although national data are available only for students who graduate from the institution where they started as new freshmen, the inclusion of students who graduate anywhere in the UW System recognizes the value of intra-system transfers, an important component of the UW System's mission. *The UW System's goal is to increase to 64 percent the six-year graduation rate at any institution for fall 2004 new freshmen*. See appendix for details.

Six-Year Graduation Rates
UW New Freshmen
Graduated at Any UW Institution

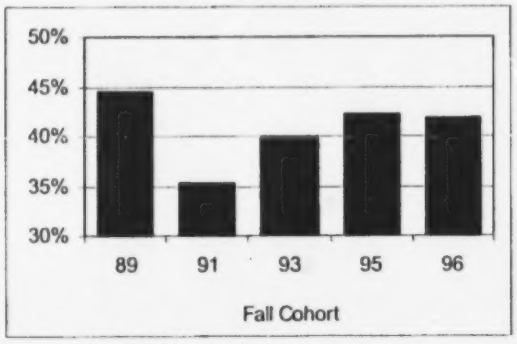
Fall New Freshmen	6th Year Graduation Rates	
	Actual	Target
1989	59.9%	
1990	57.9%	
1991	56.9%	
1992	58.5%	
1993	59.5%	
1994	59.3%	59.0%
1995	60.5%	60.4%
1996	61.9%	60.7%

*Targets were first established in 1994

What proportion of UW new freshmen of color graduate within six years?

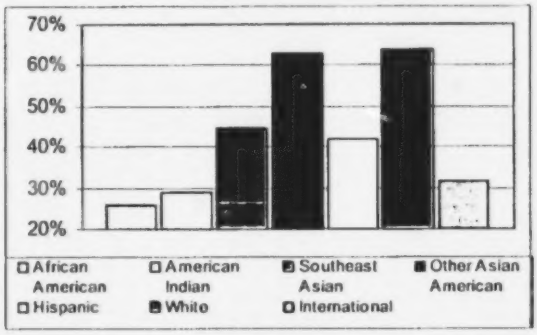
For fall 1996 new freshmen of color, 41.9 percent graduated within six years from a UW institution. This is an increase from the six-year graduation rate for the 1991 entering class of new freshman of color (35.2%) but lower than the entering class of 1989 (44.5%). *The UW System's long-term goal is to reduce the gap in graduation rates between white students and students of color*.

Six-Year Graduation Rates
UW New Freshman Students of Color
Graduated at Any UW Institution



As first-to-second year retention rates vary by race/ethnicity, so do six-year graduation rates. For the 1996 entering class, six-year graduation rates for students graduating from any UW institution were highest for Asian American students (non-Southeast Asians), 63.0 percent, and lowest for African American students, 25.8 percent.

Six-Year Graduation Rates by Race/Ethnicity
Fall 1996 UW New Freshmen
Graduated at Any UW Institution



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Academic Support Programs and Other Out-of-Classroom Retention-Related Activities

How well do UW institutions provide academic and other support services to students?

Academic support programs and other retention-related activities outside of the classroom are critical to the progression from matriculation to graduation. Access to quality advising by either faculty members or professional academic advisors provides the support needed to help students choose a major, select appropriate courses, meet institutional and college requirements, and graduate in a timely manner. Other student support services including orientation, personal counseling, and tutoring, assist with the transition to college and academic challenges that could, if not properly addressed, impede or delay progress to graduation. *By comparing itself to national benchmarks, the UW System will assess how well it provides academic advising and other academic support services to students*.

The first of the two following measures (support needed to succeed academically) was adapted from the National Survey of Student Engagement (NSSE) and administered to Bachelor's degree recipients in the Survey of Recent Graduates (SRG). The second measure (quality of academic advising) was taken directly from the 2001 NSSE. The averages for both measures were compared with averages from senior NSSE respondents at public institutions.

Sixty-nine percent of graduates surveyed said their institution emphasized (quite a bit or very much) providing the support needed to succeed academically. This percent was well above the National percent of 61 percent. The specific evaluation of academic advising was not as favorable. Nationally, approximately three-fifths (61%) of seniors evaluate the academic advising they received as good or excellent. For the UW, a slightly lower proportion of seniors, 57 percent, evaluated the quality of their academic advising as good or excellent.

2002 Survey of Recent Graduates			
		UW System	National
Extent to which your institution emphasized providing the support you needed to help you succeed academically (quite a bit or very much)	*	69%	61%
2001 National Survey of Student Engagement			
Overall evaluation of the quality of academic advising seniors say they have received (good or excellent)	*	57%	61%

*Indicates difference between UW System average and National average is significant at the .05 level.

Goal III

Improve learning competencies and provide learning experiences that foster the development of critical thinking skills

Fostering Critical Thinking Skills

How well does a UW undergraduate education promote and foster critical thinking skills?

Critical thinking skills include the ability to draw conclusions, analyze information, solve complex problems, clearly express original thought, and be objective. Critical thinking skills are one of the most essential and fundamental outcomes of learning and the foundation of a well-rounded educational curriculum. Virtually all faculty respondants to the 2000 UW Faculty Survey believed that it is important for undergraduate students to develop these skills. *The UW System will assess how well it fosters the development of critical thinking skills by comparing itself to national benchmarks*.

The Survey of Recent Graduates (SRG) combines questions adapted from the National Survey of Student Engagement (NSSE) with questions designed by the UW System staff. The averages for questions adapted from the NSSE are compared with averages from NSSE respondents.

More than three quarters (between 75% and 83%) of UW graduates said that their institution placed quite a bit or very much emphasis on applying concepts or theories to practical problems and the development of critical thinking skills. These responses are consistent with national averages and the differences are not statistically significant. Slightly less than three quarters (73%) said that their course work emphasized analyzing the basic elements of an idea, experience, or theory. This response was lower than the national average.

2002 Survey of Recent Graduates

		UW System	National
To what extent has your UW experience contributed to your knowledge, skills and personal development in thinking critically and analytically? (quite a bit or very much)		83%	84%
During your last year of college, to what extent did your course work emphasized applying theories or concepts to practical problems or in new situations? (quite a bit or very much)		75%	76%
During your last year of college, to what extent did your course work emphasize analyzing the basic elements of an idea, experience, or theory such as examining a case or situation in depth and considering its components? (quite a bit or very much)	*	73%	84%

*Indicates difference between UW System average and National average is significant at the .05 level.

Assessing Learning Competencies and Outcomes

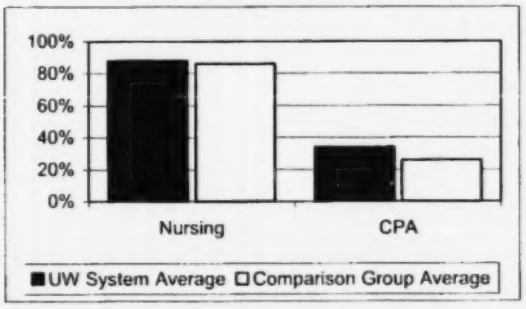
How well does a UW undergraduate education prepare students for their chosen careers and/or for further graduate study?

In addition to providing a well-rounded education, the undergraduate experience prepares students for professional careers and provides the foundation for graduate study. The assessment of learning competencies, or the requisite skills and knowledge essential for competency in a profession or career, can be measured by performance on standardized post-baccalaureate examinations. Pass rates or average scores on these examinations are commonly utilized as undergraduate educational outcome measures. *The UW System will assess how well it prepares students for careers and/or graduate study by comparing UW students' scores on post-baccalaurate examinations to national and state benchmarks*.

In 2001, 484 UW graduates took the Professional Nursing Programs National Council Licensure Examination (NCLEX-RN). Passage of this exam is necessary to be licensed as a registered nurse. Eighty-eight percent (88%) of UW graduates who took the examination for the first time passed. This rate compares favorably to the national average of 86 percent.

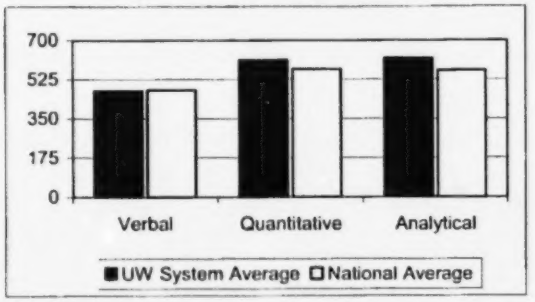
UW graduates who took the Wisconsin Uniform CPA Examination for the first time, a state examination required to be a certified public accountant, had a passage rate of 34 percent on all four examination parts. The comparable state average for graduates of all Wisconsin institutions is 26 percent.

2001 Pass Rates on the National Nursing Licensure Examination and the State CPA Exam UW System and Comparison Group Averages



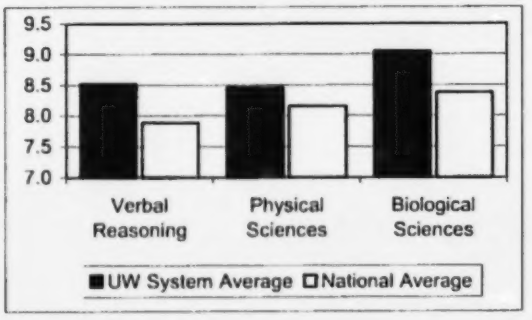
UW graduates who took the Graduate Record Examination (GRE) in 2000, the most common entrance examination required for graduate school admission, performed well compared to national averages. The average score of UW graduates on the verbal section, 474, was the same as the national average. The average score of UW graduates on the quantitative section, 611, exceeded the national average score by 39 points. The average score of UW graduates on the analytical section, 620, exceeded the national average score by 55 points.

2000 Graduate Record Examination (GRE) Scores Average Scores of UW Graduates and Graduates Nationally



The Medical College Admissions Test (MCAT) was taken by 570 UW students in 2001. This examination is a large determinant of an applicant's admissibility to medical school. UW students scored well above national averages on all three sections.

2001 Medical College Admissions Test (MCAT) Average Scores of UW Graduates and Graduates Nationally



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Goal IV

Provide a learning environment that fosters the ability to function in a dynamic world community

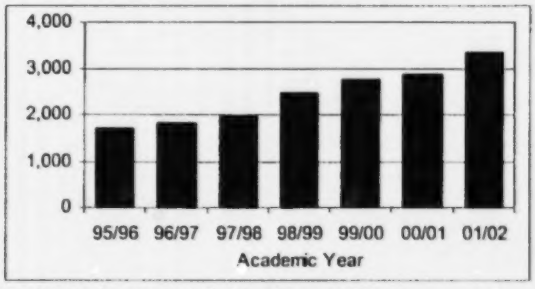
Exploration of World Cultures

How well is the UW System doing in providing an opportunity for students to explore world cultures?

The ability to function in a global society has never been more important. An individual's ability to live and work in a dynamic world community necessitates a basic understanding of one's own and other cultures and a respect for and appreciation of cultural differences. In addition to the on-campus presence of international students and faculty, UW institutions offer international exchange and study abroad opportunities to help students gain these valuable skills. *The long-term goal of the UW System is to increase the proportion of Bachelor's degree recipients who have studied abroad to 25 percent*.

The number of students taking advantage of UW study abroad opportunities during a given year, including partial semester opportunities, has increased 97 percent since 1995-96. During the 1995-96 academic year, 1,697 students studied abroad. This number increased to 3,336 during the 2001-02 academic year. The number of students studying abroad in 2001-02 represents an increase of four percent (124 students) over 2000-01. See appendix for details.

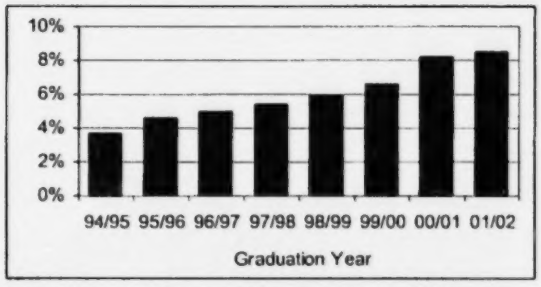
UW Students Studying Abroad
Unduplicated Annual Headcount



*Only includes students who studied abroad through a UW program

The proportion of Bachelor's degree recipients who studied abroad for one semester or longer as an undergraduate has increased from 3.7 percent in 1994-95 to 8.5 percent in 2001-02. This proportion has increased slightly but steadily each year. The proportion of Bachelor's degree recipients who studied abroad grew by almost two percentage points between 1999-00 and 2001-02. See appendix for details.

Proportion of UW Bachelor's Degree Recipients Who Studied Abroad



*Only includes students who studied abroad through a UW program

The UW System is committed to reducing the financial barriers that may prohibit needy students from taking advantage of study abroad opportunities. In 2001-02, 519 UW students were able to study abroad with help from the UW System's Study Abroad Grant Program.

Preparation for a Diverse World

How well is the UW System doing in preparing students for a diverse world?

One aspect of a well-rounded education is the exposure to a diverse group of people, cultures, beliefs, opinions and attitudes. *The UW System will evaluate its success in this area against national benchmark data*.

The Survey of Recent Graduates (SRG) combines questions adapted from the National Survey of Student Engagement (NSSE) with questions designed by the UW System staff. The averages for questions adapted from the NSSE are compared with averages from NSSE respondents.

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In the SRG, students were asked about their interactions with a diverse group of fellow students and the degree to which their institution fosters this type of interaction. More than a third (38%) of the UW seniors who were surveyed said that they often or very often had serious conversations with other students whose religious beliefs, political opinions, or personal values differed from their own. This is below the national average of 59 percent.

Forty-six percent (46%) of the UW seniors surveyed said that their institution had contributed quite a bit or very much to their knowledge, skills, and personal development in understanding people of different racial and ethnic backgrounds. This is below the national average of 54 percent.

This information does not match with responses from UW alumni and student surveys reported in the previous *Achieving Excellence* reports. In those surveys, questions about diversity received responses that were above national averages.

2002 Survey of Recent Graduates

		UW System	National
In your experience during your last year of college, about how often did you have serious conversations with students who differ from you in terms of their religious beliefs, political opinions or personal values (often or very often)	*	38%	59%
Extent to which seniors believe their institution has contributed to their knowledge, skills and personal development in understanding people of other racial and ethnic backgrounds (quite a bit or very much)	*	46%	54%

*Indicates difference between UW System average and National average is significant at the .05 level.

Goal V

Enhance the learning environment by providing opportunities for guided research, mentorship, and access to student services and resources that foster learning and citizenship

Planned Learning Experiences Outside of the Classroom

How well does the UW System provide opportunities for learning outside of the classroom?

Experiences such as cultural events, guest speakers, participation in student organizations, experiential learning/field studies and other out-of-classroom activities provide an opportunity for students to apply what they learned in the classroom, develop a sense of community among fellow students and faculty members, and learn new skills. These experiences augment classroom learning and contribute to a complete undergraduate experience. *The UW System will assess its progress in providing planned learning experiences outside of the classroom by comparing itself to national benchmarks*.

The Survey of Recent Graduates (SRG) combines questions adapted from the National Survey of Student Engagement (NSSE) with questions designed by the UW System staff. The averages for questions adapted from the NSSE are compared with averages from NSSE respondents.

Sixty-seven percent (67%) of the graduates who responded to this survey said that they had participated in a practicum, internship, field experience, or clinical assignment prior to graduation. This proportion is less than three percentage points below the national average. Sixty-four percent (64%) of UW graduates participate in co-curricular activities, and 67 percent report that they work with classmates outside of class in order to prepare class assignments. Both of these averages are more than ten percentage points above the national averages.

2002 Survey of Recent Graduates

		UW System	National
Before graduation did you: Do a practicum, internship, field experience, co-op experience, or clinical assignment (yes)	*	67%	70%
About how many hours did you spend in a typical 7-day week participating in co-curricular activities (orgs., campus pubs., student govt., social fraternity or sorority, intercollegiate or intramural sports, etc.) (1 hour or more)	*	64%	52%
In your experience during your last year of college, about how often did you work with classmates outside of class to prepare class assignments (often or very often)	*	67%	56%

*Indicates difference between UW System average and National average is significant at the .05 level.

Faculty Mentorship and Other Out-of-Classroom Activities that Support Learning

To what extent do UW faculty members mentor students and provide other support outside of the classroom?

Mentoring by faculty members plays a significant role in fostering student success. By advising, counseling, and mentoring students, faculty members help to build a supportive learning environment. *The UW System will assess its progress in providing faculty support to students by comparing itself to national benchmarks*.

Almost one in five UW respondents to the SRG reported working with faculty members on activities other than coursework. This compares favorably with a national average 17 percent. With regard to research projects outside of course or program requirements, 17 percent of UW graduates had reported interactions with faculty members outside of courses. The national average was slightly higher. A much more common interaction between UW graduates and faculty members appears to be in discussing career plans. More than half of the UW graduates (68.5%) had discussed career plans with a faculty member, as compared with a national average of 37 percent.

2002 Survey of Recent Graduates

		UW System	National
In your experience during your last year of college, about how often did you work with faculty members on activities other than coursework (committees, orientation, student life activities, etc) (often or very often)	*	19%	17%
Before graduation did you: work on a research project with a faculty member outside of course or program requirements (yes)	*	17%	22%
In your experience during your last year of college, about how often did you talk about career plans with a faculty member or advisor (often or very often)	*	69%	37%

*Indicates difference between UW System average and National average is significant at the .05 level.

Participation in Activities that Promote Good Citizenship

How well does the UW System prepare students to be responsible community members and good citizens?

Good citizenship is expressed through community service, membership and participation in civic groups, leadership in political causes, and other socially conscious activities. Preparing students to be good citizens is an important goal of the UW System. *Assessment of success in this area will be evaluated by comparisons to national benchmarks*.

The responses of UW Bachelor's degree recipients to questions on the SRG in the area of volunteer work is below the national average (50% and 58% respectively). However, participation in course-based community service is above the national average. Nineteen percent (19%) of UW graduates report having participated very often or often in a community based project as part of a course. This compares with the national average of 11 percent. Twenty percent (20%) of UW graduates state that their institutional experience has contributed quite a bit or very much to their knowledge, skills and personal development in voting behavior. The national average is higher.

2002 Survey of Recent Graduates

		UW System	National
Before graduation did you: take part in community service or volunteer work (yes)	*	50%	58%
In your experience during your last year of college, about how often did you participate in a community-based project as part of a regular course (often or very often)	*	19%	11%
To what extent has your UW experience contributed to your knowledge, skills and personal development in voting in local, state or national elections (quite a bit or very much)	*	20%	26%

*Indicates difference between UW System average and National average is significant at the .05 level.

Use of Technology in the Curriculum

How well is technology incorporated into the undergraduate curriculum?

The integration of technology into academic programs allows students to gain valuable computer skills and competencies and provides students an opportunity to apply these skills. These skills serve students well as they enter the job market or continue their education. *The UW System will assess its progress in incorporating technology into the undergraduate curriculum and strives to equal or exceed national benchmarks*.

UW graduates, responding to questions on the SRG, were asked about their use of email to communicate with an instructor, their use of the electronic media to complete assignments and the degree to which their institution has contributed to their knowledge of computer and information technology. Three-fourths (76%) of UW graduates use e-mail often or very often to communicate with instructors. This is above the national average of 65 percent. Almost half (49%) of UW graduates surveyed said they had used electronic media during their last year of college to complete assignments. This was below the national average of 57 percent.

Approximately two-thirds of UW graduates report that their institution has contributed to their skills with and knowledge of computing and information technology. This proportion falls below the national average of 72 percent.

2002 Survey of Recent Graduates

		UW System	National
In your experience during your last year of college, about how often did you use email to communicate with an instructor (often or very often)	*	76%	65%
In your experience during your last year of college, about how often did you use electronic medium (list-serve, chat group, Internet, etc.) to discuss or complete an assignment (often or very often)	*	49%	57%
To what extent has your UW experience contributed to your knowledge, skills and personal development in using computing and information technology (quite a bit or very much)	*	66%	72%

*Indicates difference between UW System average and National average is significant at the .05 level.

Goal VI

Efficient and Effective Stewardship of Resources

Condition of Classrooms and Maintenance of Other Facilities

How "technology-ready" are UW System's classrooms?

Technological advances over the past decade have dramatically altered traditional models of teaching and learning with electronic media playing an increasingly vital role in today's university curriculum. Both student and faculty expectations for access to technology-ready classrooms have risen in recent years. This has resulted in a substantial unmet demand for classrooms that offer the requisite equipment needed in today's technological classroom.

Since 1995, substantial progress has been made in upgrading classrooms, moving the UW System closer to desired classroom technology levels. Over $30 million ($27.8 million state GPR funding and $2.2 million non-GPR funding) has been expended over the past six years to update nearly 300 classrooms, providing updated environments and contemporary technology and installing higher capacity data wiring in selected buildings at all Institutions.

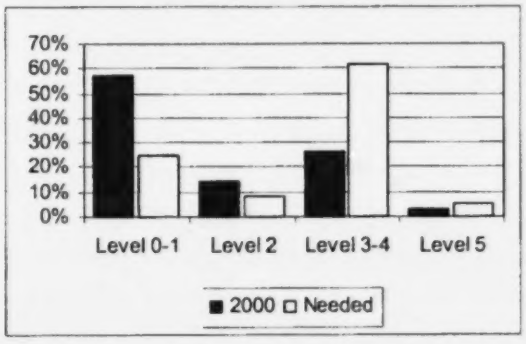
The UW System classifies its classroom technology readiness on a six-point scale ranging from a Level 0 classroom, which does not meet even basic classroom technology standards, to a Level 5 classroom, which is capable of fully supporting distance education with a two-way video system.

Overall, the UW System (excluding UW Colleges) has over 1,700 general assignment classrooms of varying sizes, encompassing over 1.4 million square feet of space. Approximately 60 percent of these essential instructional spaces require some degree of remodeling and/or technology improvements.

The UW System strives to reduce the shortfall of modernized classrooms by securing funds for classroom renovation and technology upgrades. Of the $15 million of GPR funding requested in the UW System's 2001-03 capital budget, a sum of $10 million was enumerated to continue the Classroom Renovation/Instructional Technology Improvements Program. The approved expenditure plan will update approximately 95,000 assignable square feet, resulting in about 80 renovated classrooms with appropriate technology. Projects are in various stages of design and are anticipated for construction within the next year. The plan also provides in-building wiring upgrades at four campus locations.

The Board of Regents has reaffirmed the high priority of the UW System's Classroom Renovation/Instructional Technology Program through submittal of a $15 million request as part of the 2003-05 Capital Budget. The State Building Commission's recommendation on that request is anticipated in early 2003.

Actual versus Needed Classroom Technology Levels



How well is the UW System doing in maintaining its facilities?

The UW System recognizes its responsibility to preserve the significant investment it has in facilities and has developed a comprehensive approach to ensure that adequate routine, preventive and major maintenance occurs. A facilities asset management program was implemented to assess the deferred and cyclical maintenance needs related to facilities and to keep an ongoing inventory of those needs. In December 2000, a ten-year plan was adopted by the Board of Regents to eliminate the identified $800 million backlog in deferred maintenance and to fund ongoing cyclical maintenance needs as they occur.

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As part of the 2001-03 capital budget, the Board of Regents requested $275 million of GPR to start implementing the ten-year plan. However, only $169 million was provided. For the 2003-05 capital budget, the backlog of GPR facilities will be reassessed and funding will be requested to address the need.

The Regent's 2003-05 Capital Budget recommendation includes an additional $170 million of GPR to continue implementation of the 10 year backlog reduction plan. This request will supplement the $30 million provided in the previous biennium, for a total of $200 million. *Progress in this area can be assessed by a reduction in the maintenance backlog.*

Human Resources

Does the UW System allocate adequate funds to faculty and staff professional development?

In order to provide quality instructional and support services, UW faculty and staff need to update their skills and keep current in their chosen professional areas. Participation in ongoing training, professional organizations, and attending conferences allow faculty and staff members to develop professionally in order to serve students better. *The UW System's goal is to maintain an allocation of at least 1 percent of its payroll to professional development.*

The UW System has consistently spent at least one percent of its payroll on professional development activities for faculty and staff in recent years. These activities include conference travel and specific career-related training. The actual dollars spent on professional development have increased from $16.7 million in 1996-97 to a high of $22.3 million in 2000-01. The current 2001-02 amount spent on professional development has declined to $20.6 million. The proportion of these dollars to the total payroll has decreased to 1.4 percent from 1.6 percent for the past four years.

UW System Professional Development Expenditures

Year	Annual $ (Millions)	% of Payroll
1996-97	16.7	1.5
1997-98	18.6	1.6
1998-99	19.2	1.6
1999-00	20.4	1.6
2000-01	22.3	1.6
2001-02	20.6	1.4

Sabbaticals are also an important professional development activity for faculty members. In 1999-00, the latest year for which data are available, $9.5 million was committed to faculty sabbaticals increasing the total proportion of payroll spent on professional development to 2.4 percent.

Utilization of Technology Resources

How accessible are the UW System's computing services and technologies to students and staff members?

Providing accessible and modern computing facilities is critical to UW System's teaching, research and public service mission in the twenty-first century. Accessible and modern computing facilities also serve to attract quality faculty and students. In order to expand the UW System's technology infrastructure and the distributed learning system to meet demands for upgraded computers, improved access, support and training, the UW System must explore both re-allocation of current dollars and new funding initiatives. *The UW System will assess its progress in this area by evaluating future survey results against 1998 and 1999 benchmarks.*

Responses to the UW Survey of Technology Resources in 2002 were used to assess faculty and student satisfaction with technology resources and their needs in this area. The proportion of faculty and students agreeing that computing and Internet services are either very or somewhat available is very high. The proportion of faculty members who are satisfied with the availability of general computing services and Internet services has decreased slightly since last years administrations of the survey. However, the proportion of students who are satisfied with both general computing services and Internet services has increased. More than nine out of ten UW students surveyed positively evaluated the availability of these services.

UW System Survey of Technology Resources
Proportion Rating Services
as Very Available or Somewhat Available

	1998	1999	2001	2002
General computing services				
Faculty	74%	82%	86%	85%
Student	93%	93%	89%	91%
Internet Services				
Faculty	81%	88%	90%	87%
Student	94%	94%	91%	93%

NOTE: No survey was conducted in 2000

The proportion of faculty who are either satisfied or very satisfied with the quality of information technology resources remained about the same. The proportion of students who are either very satisfied or satisfied with the quality of information technology resources has increased steadily to 83 percent.

UW System Survey of Technology Resources
Proportion Rating Satisfaction
as Very Satisfied or Satisfied

	1998	1999	2001	2002
Information technology resources				
Faculty	68%	71%	71%	72%
Student	74%	75%	77%	83%

NOTE: No survey was conducted in 2000

Allocation of Resources

How successful is the UW System in managing its resources creatively, efficiently, and collaboratively?

In order to leverage its resources, the UW System encourages and promotes collaborative efforts among its institutions and with others through partnerships. The UW System seeks collaboration in both academic and administrative areas to operate efficiently and effectively. *Progress in this area can be demonstrated by the number and growth of such collaborative efforts.*

Examples of collaborative academic initiatives within the UW System include the collaborative foreign language program, the nursing consortium, and the MBA consortium. Enrollments in these programs have increased significantly over the past three years. In the last year, enrollments in the collaborative foreign language programs have decreased slightly as the result of several class cancellations due to limited funding.

UW System Fall Enrollments
Collaborative Academic Programs

	1999	2000	2001	2002
Collaborative Foreign Language Program	98	133	204	188
Collaborative Nursing Program	187	152	259	302
MBA Consortium	29	192	205	267
Total	**314**	**477**	**668**	**757**

Another example of collaborative academic activity is in the relationship between the UW System and the Wisconsin Technical College System (WTCS). Currently, the WTCS and UW institutions have more than 400 individual program-to-program articulation agreements. These agreements have been developed between specific institutions in areas where there is a direct alignment between academic programs. For fall 2001, the five UW institutions offering Bachelor of Science in Nursing degrees signed an agreement allowing students with a WTCS associate degree in nursing to transfer into the Collaborative Nursing Program with junior standing. Other collaborative academic efforts currently include the enhancement of UW degree completion program for WTCS students, expanding the transferability of general education requirements, and joint efforts to address the State's economic need for graduates in certain high-demand programs.

Over the past several years, efforts have been made to save money by collaborating on administrative software and other licensure agreements. Examples of past collaborative administrative efforts among UW institutions include the Shared Financial System, the PeopleSoft Student Information System, the ESRI Geographical Information System, common library automation software, and license agreements with Oracle and Microsoft. In FY 2002, systemwide agreements for banking services, Blackboard, Adobe, Gartner, First Logic, Auto Desk, and Cognos software reduced costs by $1.7 million. Without these agreements, per-campus costs would have been prohibitive and would have prevented campuses from utilizing these useful products.

Systemwide Cost Saving Agreements

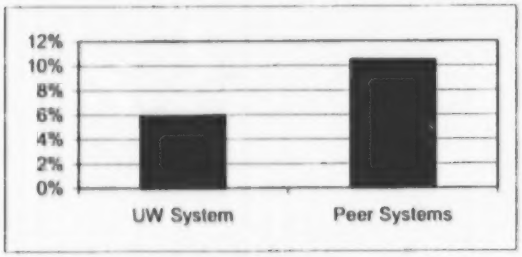
COLLABORATIVE AGREEMENT	SAVINGS
System Cash Mgmt./Banking Services	$936,000
Blackboard ID Card System	$312,524
Adobe	$200,890
Gartner	$3,000
First Logic Matching Link/ Consolidate Software	$140,750
Auto Desk	$45,000
Cognos Software Package	$80,600
Total Cost Avoidance	**$1,718,764**

How do the UW System's administrative costs compare to its peer systems?

Keeping administrative costs low allows institutions to concentrate resources on instruction. The UW System takes pride in setting the benchmark for low administrative costs compared to peer institutions. *The UW System will assess its success in maintaining low administrative costs by comparing itself to peer systems.*

In 2001, less than six percent (5.97%) of the UW System's budget was designated for administrative costs. In comparison, the UW System's peers allocated an average 10.5 percent of their budgets to administrative costs.

Percent Budgeted for Administrative Costs in FY 2000
UW System and Peer University System Averages



Average Number of Credits Taken by Bachelor's Degree Recipients

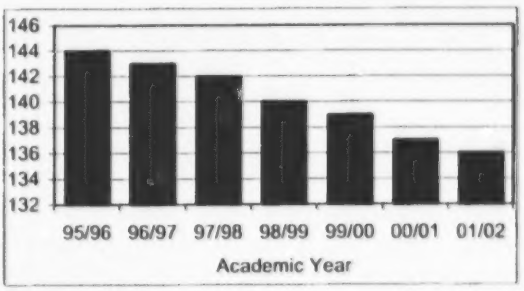
What is the average number of credits taken by UW System students earning Bachelor's degrees?

The UW System recognizes that students benefit from exploring new fields, taking extra classes for improved job marketability or for personal development, and completing more than one major or a certificate program in addition to their primary majors. However, these desires need to be balanced with the need for UW institutions to accommodate new students who would like to begin their undergraduate studies. For this reason, all UW institutions, with the exception of certain professional degree programs, have reduced the total number of credits required for graduation to 120-128. This allows students to take more credits than required for graduation but not at the expense of access for others.

Several factors influence the number of credits that undergraduate students take while earning Bachelor's degrees. Students often change majors, transfer to other UW institutions and take extra electives. Institution controlled factors include the number of credits required for degree completion, course availability, the availability of and quality of academic advising, the number of credits accepted for transfer, and the number of students who earn college while in high school.

As a result of these efforts, 2001-02 UW graduates took an average of 136 credits between the time they were new freshmen and the awarding of their Bachelors degrees. By reducing credits to degree from 145 in 1993-94 to 136 in 2001-02, the UW System has surpassed the target of 140 set by the Board of Regents. See appendix for details. *The UW System's goal is to continue to decrease the average credits to degree.*

Average Number of Attempted Credits
UW Students Earning Bachelor's Degrees



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SECTION III: Compendium of Other UW System Reports

1) Enrollment Management – 21

Contact: Office of Budget and Planning/Office of Policy Analysis and Research
Presented to the Board of Regents in June 2000
Focuses on balance of enrollments with available resources to provide quality education

2) Report on the Recommendations of the Accountability Task Force

Contact: Office of Policy Analysis and Research
Presented to the Board of Regents in June 2000
Provides the blueprint for *Achieving Excellence:* The University of Wisconsin System Accountability Report

3) Accountability for Achievement Report

Contact: Office of Policy Analysis and Research
Published in December 1998
Final iteration of the first mandated UW System accountability report

4) University of Wisconsin System Fact Book

Contact: Office of University Relations
Published in 2002
Offers academic, financial, faculty and general data

5) President's Report

Contact: Board of Regents Office
Published in 1999
Focuses on the "Wisconsin Idea"; Reports on the benefits of the UW System to the broader community

6) Introduction to the University of Wisconsin System

Contact: UW HELP Office
2002-03 edition
Offers practical information for prospective students, parents and other interested citizens of Wisconsin

7) Annual Financial Report

Contact: Office of Financial Administration
Presented to the Board of Regents in February 2002
Provides detailed information on revenue sources and expenditures

8) University of Wisconsin System Report on Efficiencies and Effectiveness

Contact: Office of Financial Administration
Presented to the Board of Regents in April 2000
Focuses on administrative and instructional efficiencies, as well as the effectiveness and efficiency of student support

9) Report of the Joint Administrative Committee on Academic Programs (JACAP)

Contact: Office of Policy Analysis and Research
Published in 2002
Information on enrollment, demographics and outcomes of transfer students

10) Program Review and Planning in the UW System

Contact: Office of Academic Affairs
Presented to the Board of Regents in December 2002
Provides information on approval of programs, program reviews and accreditation

11) The University of Wisconsin Mission

Contact: Board of Regents Office
Revised in August 1999
Provides information on system-wide and institutional missions

12) Equality for Women in the University of Wisconsin System

Contact: Office of Women's Issues
Prepared in 2000
Presents findings and recommendations from the Committee on the Status of Women in the University of Wisconsin System

13) Minority and Disadvantaged Student Annual Report

Contact: Office of Multicultural Affairs
Published in 2002
Presents a wide range of data related to diversity and fulfills legislative requirements

14) 2001-2003 University of Wisconsin System Information Technology Plan

Contact: Office of Learning and Information Technology
Prepared in 2001
Presents plans for system-wide and campus-specific technology infrastructures

15) Universal Access Whitepaper

Contact: Office of Learning and Information Technology
Published in March 2000
Presents system-wide findings regarding the demand for access to various forms of information technology

16) Plan 2008

Contact: Office of Multicultural Affairs
Presented to the Board of Regents in June 1999
Presents the UW System's plans for promoting racial and ethnic diversity

17) Remedial Education in the UW System

Contact: Office of Policy Analysis and Research
Presented to the Board of Regents in May 2000
Presents information regarding students requiring Math and English remediation

18) The Study of the UW System in the 21st Century

Contact: Board of Regents Office
Report by the Board of Regents, presented in June 1996
Addresses the unique challenges facing the UW System and makes recommendations related to affordability, quality, student learning and other key issues

19) Institutional Efficiency and Student Success: The Relationship Between Credits-to-Degree, Time-to-Degree and Graduation Rates

Contact: Office of Policy Analysis and Research
Published May 2002
Provides information on the experience of UW institutions regarding the relationship of credits-to-degree to time-to-degree and graduation rates

20) Trends in Enrollment

Contact: Office of Policy Analysis and Research
Published in Spring 2002
Reports data regarding fall 2000 full-time equivalent and headcount enrollment

21) Trends in Degrees Conferred

Contact: Office of Policy Analysis and Research
Published in Fall 2002
Reports on degrees conferred in 2001-02 by discipline, level, race and gender

22) The New Freshman Class

Contact: Office of Policy Analysis and Research
Published in Spring 2002
Provides demographic data about fall 2001 new freshmen entering the UW System

23) Student Financial Aid

Contact: Office of Policy Analysis and Research
Published in Winter 2003
Offers information regarding the types and quantities of financial assistance received by UW students in 2001-02

24) Access to the UW System for Wisconsin High School Graduates

Contact: Office of Policy Analysis and Research
Published in October 2000
Provides detailed information regarding access to UW institutions

25) Graying of the Faculty in the UW System

Contact: Office of Policy Analysis and Research
Published in April 1999
Focuses on the age distribution of UW faculty members

26) Transfer Students

Contact: Office of Policy Analysis and Research
Published in May 1998
Offers detailed information about students who transfer to and between UW institutions

27) New Freshman Outcomes: Retention and Graduation

Contact: Office of Policy Analysis and Research
Published in June 2000
Provides detailed information regarding the retention and graduation of UW students

28) Access to the UW System: Service Rates by Family Income

Contact: Office of Policy Analysis and Research
Published in June 2001
Provides information on applications, admissions, and enrollments of new freshmen by family income level

29) Industrial and Economic Development Research Report

Contact: Office of Budget and Planning
Presented to the Board of Regents in November 2001
Provides information on projects supported with industrial and economic development research funds

30) Research and Public Service Report

Contact: Office of Budget and Planning
Presented to the Board of Regents in September 2002
Provides information on the purpose, duration, cost, and anticipated completion date of all research and public service projects

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Table 1
University of Wisconsin System
Fall Instructional Workload

		UW-Madison*			UW-Milwaukee		
		FA	IAS	GA	FA	IAS	GA
Weekly Group Contact Hours:	2001	5.9	7.1	9.2	7.2	12.7	8.7
	2000	6.0	7.2	8.9	7.7	13.8	8.6
	1999	5.8	6.8	8.9	8.3	12.0	8.8
	1998	6.0	7.1	9.3	8.1	11.3	9.9
	1997	6.3	7.4	10.0	8.7	13.4	10.0
Avg. Student Credit Hours:	2001	199	205	135	157	304	170
	2000	197	212	130	168	321	173
	1999	193	201	137	172	302	180
	1998	198	202	145	174	296	187
	1997	199	210	150	180	297	182
Avg. Group Instruction:	2001	1.9	1.9	0.9	2.2	3.7	1.0
(Primary Section)	2000	1.9	1.9	0.8	2.3	4.0	1.0
	1999	1.9	1.9	0.9	2.4	3.6	1.0
	1998	1.9	1.9	1.0	2.5	3.6	1.0
	1997	2.0	1.9	0.9	2.7	4.2	0.9
Avg. Individual Instruction:	2001	5.8	3.9	0.2	2.5	3.4	0.2
(Enrollment)	2000	5.7	3.8	0.2	2.8	4.0	0.0
	1999	5.9	3.5	0.2	3.0	3.6	0.3
	1998	5.6	3.7	0.8	3.3	3.9	0.1
	1997	5.6	4.6	0.6	3.5	5.0	0.0

		UW Comprehensives			UW Colleges		
		FA	IAS	GA	FA	IAS	GA
Weekly Group Contact Hours:	2001	11.7	14.7	0.9	14.4	25.4	0.0
	2000	11.6	14.8	0.8	13.9	25.6	0.0
	1999	11.6	14.2	0.9	13.6	22.4	0.0
	1998	11.8	14.1	0.6	14.0	22.3	0.0
	1997	12.1	15.0	0.4	15.3	20.5	0.0
Avg. Student Credit Hours:	2001	282	353	6	290	403	0
	2000	284	357	4	280	379	0
	1999	287	350	6	282	372	0
	1998	292	346	4	261	363	0
	1997	289	350	2	239	321	0
Avg. Group Instruction:	2001	3.4	4.6	0.0	4.1	8.6	0.0
(Primary Section)	2000	3.3	4.6	0.1	3.9	8.3	0.0
	1999	3.4	4.4	0.1	3.9	7.1	0.0
	1998	3.4	4.3	0.1	4.0	7.2	0.0
	1997	3.4	4.5	0.1	4.0	6.2	0.0
Avg. Individual Instruction:	2001	3.7	4.4	0.0	0.2	0.3	0.0
(Enrollment)	2000	3.8	4.5	0.0	0.1	1.0	0.0
	1999	4.0	5.1	0.0	0.4	0.8	0.0
	1998	4.0	5.3	0.0	0.3	0.6	0.0
	1997	4.0	5.4	0.0	0.2	0.7	0.0

*Excludes UW-Madison's Law, Med, and Vet Med.
FA = Faculty IAS = Instructional Academic Staff GA = Graduate Assistant

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Table 2
University of Wisconsin System
Enrollment of Non-Traditional Students

		1992	1994	1996	1998	2000	2002
UW-Eau Claire	Undergraduate	1,363	1,226	1,098	891	774	842
	Graduate	467	357	353	408	284	303
UW-Green Bay	Undergraduate	1,460	1,646	1,374	1,375	1,170	1,163
	Graduate	188	145	182	189	178	149
UW-La Crosse	Undergraduate	838	893	866	761	611	499
	Graduate	535	392	277	379	426	756
UW-Madison	Undergraduate	4,416	4,361	3,874	3,103	2,604	2,320
	Graduate	4,813	4,794	4,345	3,979	3,893	3,743
UW-Milwaukee	Undergraduate	6,805	6,750	6,027	5,537	4,903	4,514
	Graduate	2,580	2,569	2,402	2,321	2,340	2,180
UW-Oshkosh	Undergraduate	1,701	1,701	1,556	1,481	1,354	1,414
	Graduate	920	953	1,010	1,093	948	876
UW-Parkside	Undergraduate	1,755	1,745	1,502	1,255	1,303	1,256
	Graduate	90	157	135	118	103	84
UW-Platteville	Undergraduate	859	767	747	457	621	718
	Graduate	270	197	199	139	155	276
UW-River Falls	Undergraduate	865	848	735	537	502	466
	Graduate	385	348	240	218	217	219
UW-Stevens Point	Undergraduate	1,479	1,467	1,344	1,215	1,013	1,074
	Graduate	551	452	359	333	270	289
UW-Stout	Undergraduate	1,033	1,157	1,088	1,015	839	940
	Graduate	415	457	379	381	342	372
UW-Superior	Undergraduate	803	697	712	695	731	662
	Graduate	406	359	385	289	258	260
UW-Whitewater	Undergraduate	1,244	1,267	1,268	1,164	1,007	960
	Graduate	1,100	981	698	624	673	695
UW Colleges	Undergraduate	4,674	4,207	3,321	3,137	3,468	4,030
UW System Total	Undergraduate	29,295	28,732	25,512	22,623	20,900	20,858
	Graduate	12,720	12,161	10,964	10,471	10,087	10,202

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Table 3
University of Wisconsin System
Distance Education Course Offerings

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
UW-Eau Claire	26	19	57	57	57	60	78
UW-Green Bay	5	25	10	21	27	49	53
UW-La Crosse	6	11	13	18	23	20	13
UW-Madison	6	56	70	97	122	97	156
UW-Milwaukee	43	20	16	32	33	45	24
UW-Oshkosh	6	20	19	28	38	57	56
UW-Parkside	2	0	6	19	16	16	14
UW-Platteville	10	6	10	9	17	25	35
UW-River Falls	14	5	6	5	13	6	4
UW-Stevens Point	19	22	25	39	42	50	50
UW-Stout	12	39	48	46	61	80	96
UW-Superior	14	12	13	10	11	5	13
UW-Whitewater	6	7	12	17	27	43	41
UW Colleges	12	19	17	41	64	103	101
UW System Total	181	261	322	439	551	656	734

Table 4
University of Wisconsin System
Distance Education Course Enrollments

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
UW-Eau Claire	503	867	1,247	752	652	606	1,034
UW-Green Bay	40	43	126	194	283	419	593
UW-La Crosse	22	75	94	134	127	95	53
UW-Madison	1,320	1,716	2,150	2,771	4,126	4,878	6,759
UW-Milwaukee	61	191	125	258	411	930	860
UW-Oshkosh	109	220	245	377	488	785	854
UW-Parkside	11	0	16	106	80	50	64
UW-Platteville	351	132	116	81	209	288	314
UW-River Falls	138	80	60	114	110	46	16
UW-Stevens Point	346	455	356	705	642	778	771
UW-Stout	402	834	793	851	715	1,017	1,582
UW-Superior	62	56	43	52	37	46	132
UW-Whitewater	58	105	155	233	779	1,325	1,408
UW Colleges	114	247	286	809	1,590	2,588	2,669
UW System Total	3,537	5,021	5,812	7,437	10,249	13,851	17,109

Table 5
University of Wisconsin System
First to Second Year Retention Rates at Institution Where Started
for First-time, Full-time, New Freshmen

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001	
	#	%	#	%	#	%	#	%	#	%
UW-Eau Claire	2,160	76.7	2,138	79.2	2,002	79.7	2,078	78.3	2,125	80.2
UW-Green Bay	895	69.6	946	69.0	879	73.2	929	74.2	863	74.3
UW-La Crosse	1,700	81.8	1,740	81.7	1,631	82.4	1,609	84.0	1,590	85.0
UW-Madison	5,828	90.8	5,548	91.4	5,520	91.6	5,636	90.9	5,979	91.9
UW-Milwaukee	2,272	72.2	2,513	69.9	2,694	71.4	2,663	74.0	2,783	72.3
UW-Oshkosh	1,719	72.8	1,894	73.5	1,834	70.8	1,624	72.0	1,822	72.1
UW-Parkside	726	65.2	790	61.3	811	62.3	747	60.8	854	63.4
UW-Platteville	978	75.0	1,118	78.7	1,093	76.5	958	74.9	1,039	76.3
UW-River Falls	1,144	75.6	1,199	77.1	1,104	75.2	1,096	73.1	1,105	70.0
UW-Stevens Point	1,527	71.7	1,503	76.0	1,490	74.9	1,518	76.2	1,505	77.3
UW-Stout	1,241	74.0	1,333	73.5	1,317	76.8	1,307	74.9	1,272	73.4
UW-Superior	326	62.2	376	60.3	406	67.7	395	64.6	326	70.9
UW-Whitewater	1,881	76.0	1,901	75.6	1,877	74.0	2,052	74.3	1,857	77.1
UW System Total	22,397	78.5	22,999	78.5	22,658	78.7	22,612	78.8	23,120	79.5

Table 6
University of Wisconsin System
Six-Year Graduation Rates at Any UW Institution
for First-time, Full-time, New Freshmen

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	#	%	#	%	#	%	#	%	#	%
UW-Eau Claire	1,853	61.4	1,865	61.2	2,078	60.2	2,019	63.1	2,031	62.8
UW-Green Bay	780	52.7	703	58.0	784	55.3	779	54.9	939	52.4
UW-La Crosse	1,486	61.1	1,695	58.9	1,497	60.3	1,731	62.6	1,720	66.9
UW-Madison	4,390	75.9	4,585	76.9	4,644	77.9	5,101	78.3	5,394	78.2
UW-Milwaukee	1,614	37.1	1,712	38.2	1,590	41.6	1,785	42.8	2,033	44.0
UW-Oshkosh	1,461	52.9	1,465	54.0	1,349	53.1	1,487	53.8	1,501	52.0
UW-Parkside	633	30.9	668	37.4	668	34.1	637	35.9	606	34.5
UW-Platteville	878	61.3	917	62.7	922	57.1	926	56.2	933	62.0
UW-River Falls	1,009	50.9	838	51.9	984	51.0	957	51.8	1,149	56.8
UW-Stevens Point	1,388	62.1	1,359	60.9	1,347	61.6	1,474	62.6	1,555	64.6
UW-Stout	988	50.2	1,023	54.8	1,067	44.7	1,133	44.4	1,275	52.5
UW-Superior	350	39.1	323	38.6	272	43.3	288	37.5	308	37.7
UW-Whitewater	1,746	55.2	1,823	54.7	1,673	55.2	1,856	58.9	1,825	61.2
UW System Total	18,576	58.5	18,976	59.5	18,875	59.3	20,173	60.5	21,269	61.9

Table 7
University of Wisconsin System
Bachelor's Degree Recipients who Studied Abroad
as a Proportion of all Bachelor's Degree Recipients

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
UW-Eau Claire	7.4%	5.4%	9.0%	8.9%	10.2%	14.9%	14.8%
UW-Green Bay	1.9%	2.1%	3.6%	4.8%	4.0%	5.4%	5.6%
UW-La Crosse	4.6%	4.4%	4.1%	5.2%	5.8%	6.7%	8.1%
UW-Madison	8.1%	8.7%	8.3%	8.8%	9.6%	12.5%	13.6%
UW-Milwaukee	3.1%	3.9%	4.0%	4.6%	5.0%	4.9%	5.3%
UW-Oshkosh	0.9%	0.8%	2.3%	2.2%	2.3%	3.0%	3.9%
UW-Parkside	0.0%	0.4%	0.4%	0.8%	0.9%	0.2%	0.4%
UW-Platteville	0.3%	0.1%	0.2%	0.4%	0.7%	2.3%	2.9%
UW-River Falls	5.6%	5.2%	5.1%	5.5%	4.6%	3.6%	3.0%
UW-Stevens Point	6.4%	10.4%	10.6%	11.8%	14.9%	14.2%	13.6%
UW-Stout	3.4%	3.5%	4.3%	3.6%	4.9%	6.4%	5.0%
UW-Superior	0.0%	0.0%	0.6%	0.3%	0.6%	1.8%	3.2%
UW-Whitewater	0.4%	0.3%	0.6%	0.7%	1.1%	2.4%	2.1%
UW System Total	4.6%	5.0%	5.4%	5.9%	6.6%	8.2%	8.5%

Includes only full-semester study abroad opportunities.

Table 8
University of Wisconsin System
Students Studying Abroad
Unduplicated Annual Headcount

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
UW-Eau Claire	240	285	281	285	310	327	376
UW-Green Bay	140	107	122	132	83	146	100
UW-La Crosse	87	93	121	86	95	175	183
UW-Madison	577	631	631	757	729	795	933
UW-Milwaukee	228	202	252	220	184	238	305
UW-Oshkosh	66	45	62	47	163	189	227
UW-Parkside	0	0	0	0	0	0	0
UW-Platteville	0	0	0	411	672	646	560
UW-River Falls	23	45	118	98	86	57	61
UW-Stevens Point	257	318	314	346	412	424	414
UW-Stout	66	65	63	72	72	110	95
UW-Superior	0	2	0	14	13	11	15
UW-Whitewater	13	9	3	1	46	94	67
UW Colleges	0	0	0	0	0	2	0
UW System Total	1,697	1,802	1,967	2,469	2,865	3,212	3,336

Includes both partial and full-semester study abroad opportunities.

Table 3
University of Wisconsin System
Average Attempted Credits to Degree
for First Bachelor's Degree Recipients
Who Started as New Freshmen at any UW Institution

	1984-85	1993-94	1997-98	1999-2000	2001-02
UW-Eau Claire	145	147	143	141	140
UW-Green Bay	138	139	138	134	135
UW-La Crosse	149	154	149	143	141
UW-Madison	143	136	131	128	125
UW-Milwaukee	148	148	149	147	141
UW-Oshkosh	149	152	152	148	144
UW-Parkside	143	146	141	142	139
UW-Platteville	150	153	150	150	147
UW-River Falls	152	149	140	138	136
UW-Stevens Point	146	149	144	141	141
UW-Stout	145	152	148	144	142
UW-Superior	149	153	142	140	136
UW-Whitewater	141	143	141	139	140
UW System Total*	145	145	142	139	136

*The UW System Total is a weighted average of institutional credits.

Technical Notes

General

- Unless otherwise specified, UW System Administration is the source of the data and information presented in this report.
- The Survey of Recent Graduates (SRG) was administered to a randomly selected group of the 2001 UW Bachelor's degree recipients. The Survey incorporates a combination of questions adapted from the National Survey of Student Engagement (NSSE) and additional questions designed by the UW System staff. Comparison data for the NSSE questions were drawn from their national normative report for public four-year higher education institutions.
- For survey data, determination of statistical significance is based on calculation of the 95% confidence interval of a given sample estimate for each survey question. A 95% confidence interval sets the limits between which the sample estimates are likely to fall 95% of the time. Only when the normative data fall above or below these limits are they considered statistically significant.

Section I

State GPR Allocations
Source: Wisconsin Taxpayers Alliance
High School Graduation Projections
Source: WICHE (Western Interstate Commission for Higher Education)
Bachelor's Degree Attainment
Source: U.S. Census Bureau. Educational Attainment in the United States: December 2000 Update
Median Family Income
Source: U.S. Department of Commerce
Economic Impact
Source: NorthStar Economics, Inc. *Economic Impact of the University of Wisconsin System*. 2002

Goal I

Service Rate
Service rate data broken out by race/ethnicity includes Wisconsin public high school graduates and Wisconsin immediate new freshmen from public high schools.
Source: Wisconsin Department of Public Instruction (high school graduates)
Non-Traditional Students
Includes students at the graduate/professional level age 30 and older, undergraduate students age 25 and older at the doctoral and comprehensive universities, and undergraduates age 22 and older at the UW Colleges who enrolled in either GPR-funded courses or university credit courses funded through UW-Extension's outreach program.
Pre-College Programs
Pre-college program data do not include Multicultural Center for Educational Excellence (MCEE) pre-college workshops. The current method for reporting enrollments in pre-college programs is being refined to address an underreporting problem.
Distance Education Courses and enrollments
Source for 1995-96 through 1999-2000 data: Distance Education survey
Source for 2001-01 and 2001-02 data: Fall and Spring CDR submissions
Continuing Education
Source: UW-Extension

Goal II

National Second-Year Retention Rate
The most recent available rate is for the fall 2001 new freshman cohort at public four-year institutions.
Source: ACT National College Dropout and Graduation Rate Survey
National Six-Year Graduation Rate
The most recent available rate is for the fall 1994, full-time new freshman cohort at public four-year institutions.
Source: National Center for Education Statistics (NCES)

Goal III

Professional Nursing Programs National Council Licensure Examination
Source: National Council of State Boards of Nursing, Inc.
Uniform CPA Examination
Source: Continental Testing Services, Inc.
Graduate Record Examination
Means provided for institutions with 25 or more test takers.
Source: Educational Testing Service (ETS)
(ETS did not have updated summary data available in time for inclusion in this report.)
Medical College Admissions Test
Means provided for institutions with 5 or more test takers.
Source: Association of American Medical Colleges

Goal VI

Survey of Technology Resources
Source: UW-Extension, Wisconsin Survey Research Laboratory
Administrative Costs
Source: IPEDS (Integrated Postsecondary Educational Data System)
Credits to Degree
Calculations based on attempted credits of first-time UW Bachelor's degree recipients who started in the UW System as new freshmen and started at any UW institution.

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